

The effects of clusters of universities in France on Open and Distance Education

Jean-Marc Meunier^{1,3}, Pierre Jarraud^{2,3}

¹*Laboratoire Paragraphe, Université Paris 8.* jmeunier@univ-paris8.fr

² Université Pierre et Marie Curie. pierre.jarraud@upmc.fr

³ Fédération interuniversitaire de l'enseignement à distance. présidence@fied.fr
(Interuniversity federation of distance learning) www.fied.fr



Clusters of universities in France

2006

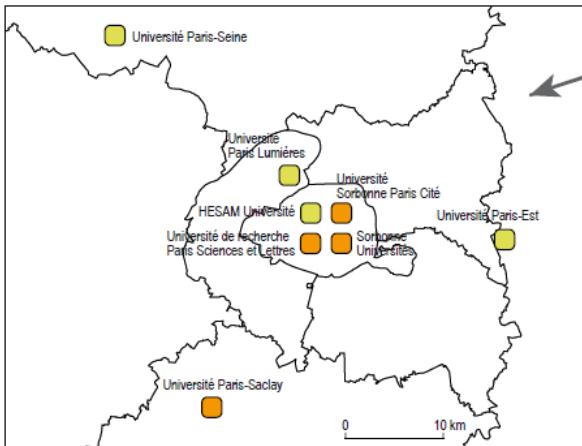
Research and higher education clusters (PRES)

2013

Community of universities and establishments (COMUE)

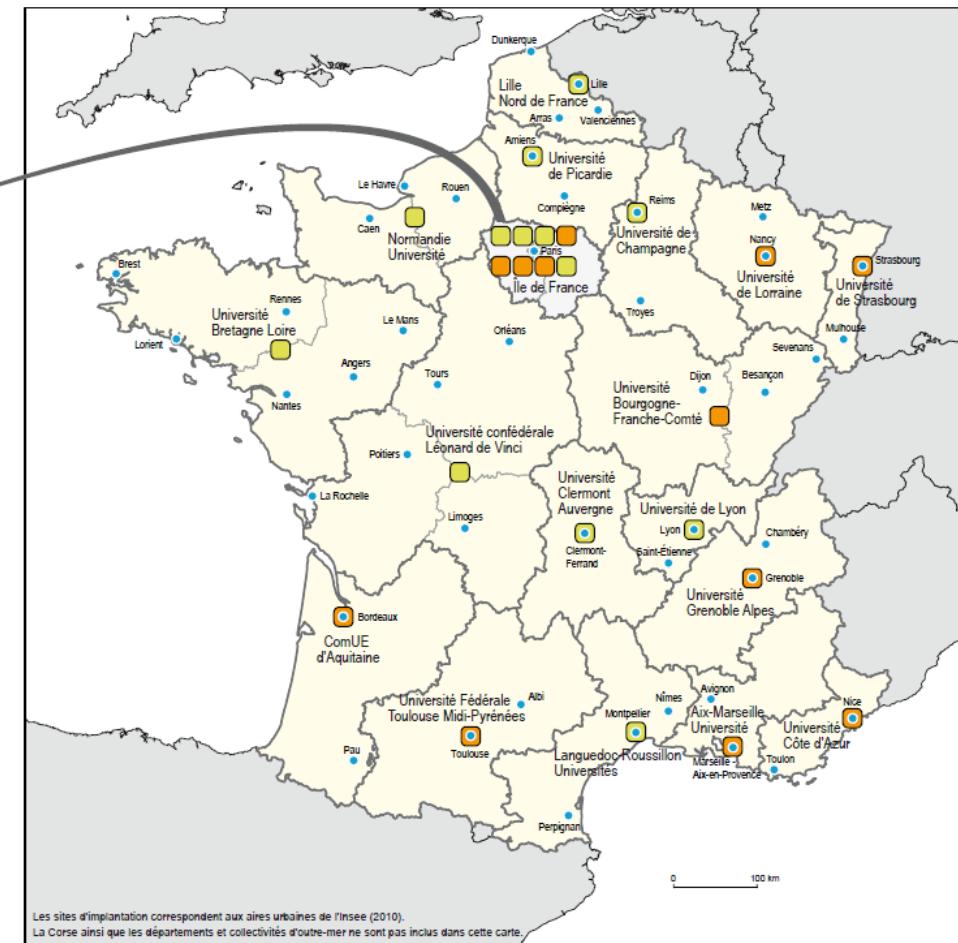


- * Fusion
- * Federation
- * Association



- Périmètres des regroupements
- Principales implantations universitaires
- Fusions, COMUE, associations
- Fusions, COMUE, associations adossées à un IDEX sélectionné en 2012 ou un IDEX-ISITE sélectionné en 2016 (programme des investissements d'avenir)

Les regroupements d'établissements de l'enseignement supérieur et de la recherche



- Merger completed in 2012 after a long preparation and finalization process.
- Merger of competing universities (teaching the same specialities)
- The merger was an opportunity to modernize governance and renew pedagogy (pedagogy by program)
- A long tradition of distance learning structured around two centres: Aix (humanities) and Marseille (science)
- A teacher support and training centre (CIPE)
- A desire to increase porosity between face to face and distance learning through a program approach and similar diploma framework.



Université de Lille Nord Europe (ULNE)



- The merger of the three universities of Lille is planned for 2018
- Complementary universities with a clear disciplinary division.
- A tradition of using digital technology in education and technical support services (SEMM) and pedagogical support services (SUP)
- But no dedicated distance learning service, despite many years of experience.
- A desire to develop an approach based on longlife learning and professional integration.
- A reorganisation of distance learning with a centralisation of support services and the creation of a pedagogical innovation centre (ILLIAD)

Common points & differences

Common points

- Dialectic between centralization and autonomy
- Increased porosity between classroom and distance learning.
- Increasing the logic of management by call for projects at national and local level.
 - Significant funding (ie PIA= €57 billion)
 - Problem of sustainability of project (except IDEX)
 - Opportunistic strategy risk
- A proactive approach to international university development

Differences

AMU	ULNE
2 ODL services	ODL service in future
Support service for OER	Support service for OER
Innovation center	Support service for pedagogy -> innovation center
Program approach	Longlife learning approach



MINISTÈRE
DE L'ENSEIGNEMENT SUPÉRIEUR,
DE LA RECHERCHE
ET DE L'INNOVATION



INTERNATIONAL CONFERENCE OF THE FIED IN PARTNERSHIP WITH THE MINISTRY OF HIGHER EDUCATION, RESEARCH AND INNOVATION

**Distance learning, a lever for the
pedagogical transformation ?**

Prospectives views on the evolution of the practices

**You are welcome for the 30th anniversary of
the FIED on December 13th and 14th in Paris**

See : <https://cified2017.sciencesconf.org/>

THANKS FOR YOUR ATTENTION

Read the whole CPL 2017 report soon
<http://www.changingpedagogicalandscapes.eu/>

For contact us

jmeunier@univ-paris8.fr
pierre.jarraud@upmc.fr
présidence@fied.fr
www.fied.fr

Conclusions

The call for projects policy acts as an engine. There are fluctuations in strategies with the creation of clusters.

International visibility is a motivation for grouping (size and width of the spectrum)

The fusion does not erase the previous policies but makes them evolve towards more integration in particular in Lille.

Trends :

Sharing of technical and administrative support

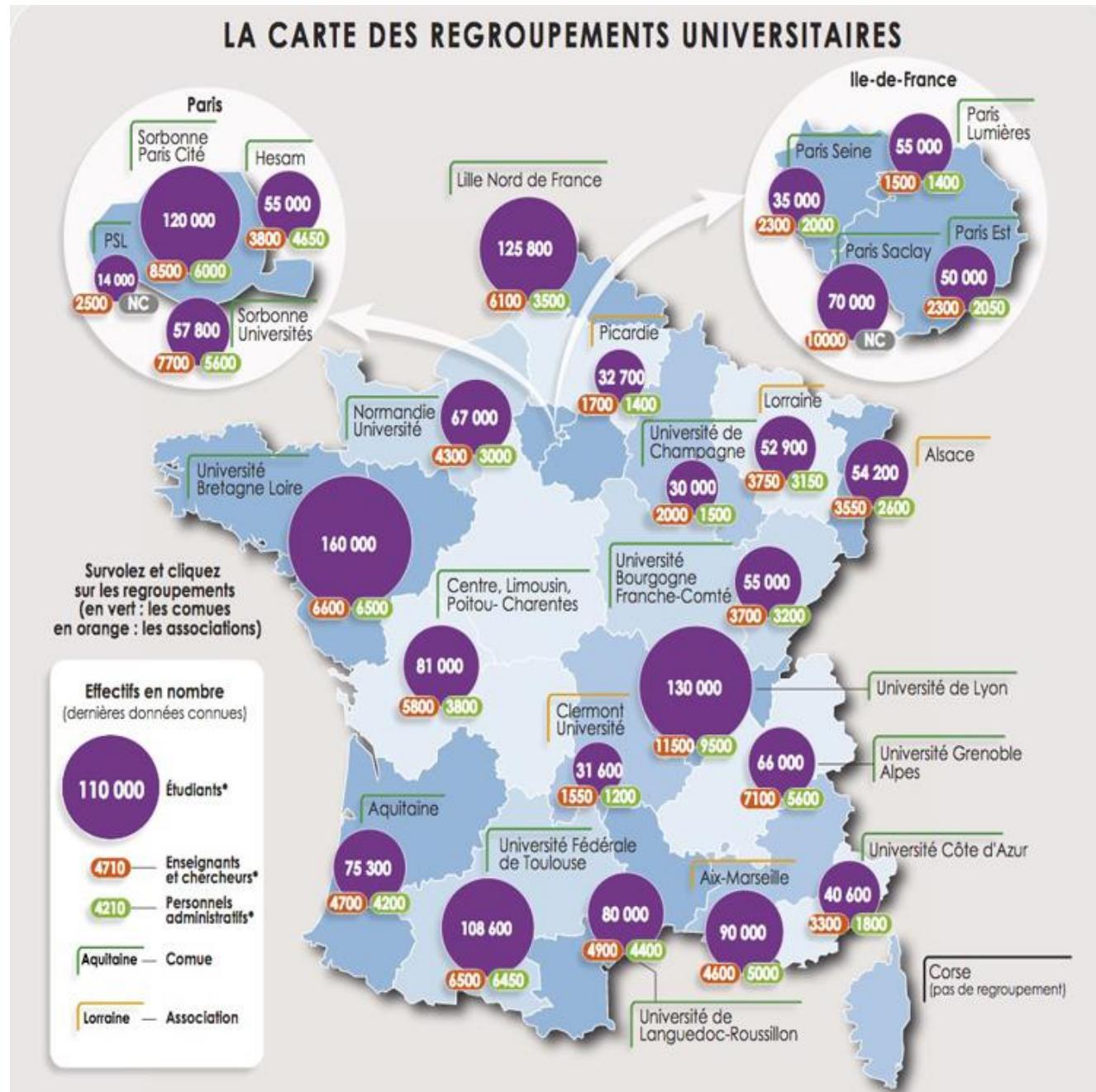
Blending *Face to face / Online / At the distance*

OER production, decrease in 'proprietary' courses

Strategy towards diploma trainings but cautious on Mooc

**STOCK DE DIAPOS
AU CAS OÙ**

LA CARTE DES REGROUEMENTS UNIVERSITAIRES



La FIED

Fédération interuniversitaire de l'enseignement à distance

Créée en 1987 à l'initiative du ministère

- 35 universités ou COMUE
- Institut national de la transfusion sanguine
- Deux universités francophones
Laval (ca) et Unidistance (ch)

Un site web : fied.fr



Les Missions de la FIED (1)

Catalogue des formations à distance universitaires

**Représentation à l'international
(EADTU, EDEN, ICDE)**

**Information , formation des membres
par des journées thématiques**

Journées thématiques :

- ▶ récentes :
 - ▶ prisonniers,
 - ▶ FTLV et EAD
- ▶ A venir :
 - ▶ certification,
 - ▶ normes et standards et formations en ligne

Les Missions de la FIED (2)

**Mutualisation des bonnes
pratiques :**

Les groupes de travail :

- ▶ qualité,
- ▶ incarcérés,
- ▶ sportifs, handicapés, artistes
- ▶ tutorat,
- ▶ certification,
- ▶ dématérialisation,
- ▶ aspects juridiques de l'EAD,
- ▶ bibliothèques.

DU TÉLÉENSEIGNEMENT À L'ENSEIGNEMENT EN LIGNE

Dans les années 80, un directeur de centre de téléenseignement est un gestionnaire de formation.

Les étudiants des CTU font partie du « public empêché ».

Des postes fléchés « enseignement à distance » sont ouverts.

Avec le LMD d'abord, avec les TICE ensuite, tout cela n'a plus de sens.

Une formidable évolution

- ▶ 1980, l'EAD : la poste et le téléphone, le minitel
- ▶ 1990 : le mail
- ▶ 2000 : les plateformes d'enseignement, les pdf, les forums
- ▶ 2010 : les vidéos, la classe distante
- ▶ 2014 : les outils entre pairs, les examens en ligne